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ABSTRACT

This monograph reports a study by the Education Improvement Program of the Southern Association of Colleges and Schools to investigate the relative effectiveness of several delivery systems for occupational information to minority students. Part 1 overviews the need to facilitate vocational guidance and career development of minority students and cites pertinent literature. Part 2 describes the purpose and methods of the study to investigate and compare three specific methods of disseminating occupational information to bring about changes in career choice attitudes and competencies among black college students from low socio-economic background--career logs, career simulations, and written occupational briefs. Results of testing treatment and control groups (226 black college freshmen enrolled in freshmen development programs at predominantly black senior colleges) confirmed that career planning experiences and occupational explorations can be beneficial in raising career maturity. All three methods were useful, and students who received occupational information generally scored higher on career maturity indexes. Providing occupational information was found to promote vocational development and growth of individuals from low socio-economic backgrounds. Part 3 overviews the topic and provides a summary, conclusions, and implications. (YLB)

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Facilitating Career Development of Minority Students

by
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An Evaluation Research Monograph of the Education Improvement Program
of the Southern Association of Colleges and Schools, Atlanta, Georgia 30308

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Foreword

The Education Improvement Program (EIP) of the Southern Association of Colleges and Schools is entrusted with the research and development program of the Association, except in the areas of standards and accreditation. Since its inception in 1963 EIP's emphasis has been on program development. Interest in research was not lacking, but very early in the career of the agency the decision was made to subordinate research to development. While developmental programs of EIP have always involved an evaluation component, the results of such could not be regarded as pure research. However, whenever an opportunity has offered itself to develop a research project in relation to one of the programs which EIP is assisting, such research activity on the part of the members of the central staff or of the program staff of the assisted institution is encouraged.

The present study falls under this classification. Members of the staffs of institutions which EIP is currently assisting and Dr. George Rolle, Director of Evaluation for the central EIP staff, found a common interest and concern in the areas of occupational information and occupational counseling. They resolved to investigate the relative effectiveness of several delivery systems for occupational information to minority students. While occupational counseling was among the concerns of the programs at these institutions there was no clear indication of the methods which might prove most effective in providing information to this population of students. Without interfering with any ongoing program it was possible to design a research program which might provide some answers to questions in this area.

Many minority students fall within the class of persons from low socio-economic backgrounds. In general such persons have had limited exposure, through home and community experiences, with the broad spectrum of employment opportunities. This in turn limits their possible career choices. As part of any program of career counseling, therefore, it is especially important to include an effective method of conveying to students information about jobs, their characteristics and requirements. This gives to investigations such as the one reported in this monograph a particular urgency and importance. The knowledge gained from it can be immediately incorporated into the improvement of career counseling for minority students and also all other students whose knowledge of career opportunities may limit their free access to the job market.

George C. Seward
Associate Director
Education Improvement Program

Preface

During the past two decades we have seen flourishing numbers of responses to the problems of education and manpower development. Most of these responses, enforced mainly through Federal legislation, have been centered around the problems of unemployment and new approaches to the education of disadvantaged populations. Due to the disproportionate distribution of resources, limited opportunities, and socially created barriers to opportunities, members of disadvantaged groups are left with feelings of powerlessness and limited skills to function effectively within the society. The problem of limited employment opportunities confronting members of the various ethnic and minority groups at the ages of 20-24, when some occupational stability might be assumed, is illustrated by the fact that, according to the most recent national census estimates, more than 12% of this age group was unemployed during 1975 and approximately 40% of the unemployed of this age group were members of ethnic minority populations. This very high percentage of unemployment not only highlights the urgency of the problem, but it also is indicative of the large amount of human resources that are not utilized because of various social handicaps and environmentally imposed barriers.

The decade of the 1980's will almost surely bring new products, new occupations, new industries, new jobs, expanded educational opportunities, and a much broader range of career options than were available in past years. Although many new approaches have been successful in attempting to deal with unemployment problems, there is little doubt that in an increasingly technological society, continued emphasis on education and skill development must be considered as essential factors in the development of long-range solutions. The challenge is to implement effective utilization of these factors in ways that will benefit both the individual and the society.

The challenge of improving educational opportunities for underdeveloped populations has been accepted by the Southern Association of Colleges and Schools (SACS) through its Education Improvement Program. The Education Improvement Program (EIP) is a research and development branch of SACS, which is the accrediting agency for eleven southern states. Although the activities of the EIP are not related to the accrediting function of SACS, EIP was established to assist institutions in the development of appropriate programs. The relationship of the EIP to an organization such as SACS, which is regional, independent of particular public agencies, and embraces all levels of the educational spectrum, gives EIF unique advantages in developing programs and disseminating the results.

EIP is committed to the development of appropriate programs for disadvantaged populations and assumes the undertaking of certain challenges in designing and implementing innovations in educational programs, techniques, and practices. The commitment is deeply ingrained in this monograph which attempts (1) to suggest specific action that might be taken to support education in the urgent task of career education, and (2) to identify goals which seem to have appropriate utility in developing career related programs.

The information highlighted in this report is the result of programmatic evaluation and research. It has been the cooperation, concern, and dedication of teachers, counselors, and project directors of the institutions involved that made it possible for this research activity to be completed. A word of appreciation is due those persons who took time to render their field assistance, specifically Mrs. Pontheolla Williams of Morris College, Sumpter, South Carolina and Joseph Johnson of Allen University, Columbia, South Carolina. Also a word of gratitude is extended to the respective administrations and staffs at those two institutions, who were supportive throughout the study, and to the students who took part in the program. Finally, I wish to express my deep appreciation to Mrs. Deloris Banks, for her untiring secretarial assistance in the completion of this monograph.

George E. Rolle

July 1977
Atlanta, Georgia

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Part I

Facilitating Career Development of Minority Students

INTRODUCTION

Accelerating social and economic changes, augmented by advancing technology following World War II, have transformed the nature of work for millions of Americans. While many important aspects of work can be viewed in economic and mechanistic terms, work must also be perceived in the public setting as a societal activity involving a complexity of role relationships which have far reaching life-style implications for the individual. Research evidence shows that work and the choice of an occupation not only determine social class and class consciousness but also establish certain patterns of social behavior (Super, 1957). Evidence within this framework suggests that the occupation an individual enters may affect not just the ways in which working hours are spent, but the entire life-style, and may be one of the major determinants of the ways in which and to what extent many needs are met. When a person cannot find employment in an occupation that seems to offer opportunity for success and satisfaction, a feeling of inadequacy generally develops.

Disadvantaged youth generally become adults with serious educational handicaps, limited marketable job skills, and even worse, little hope of attaining such skills.

A broad perspective of the world of work shows that several factors presently stand out in the employment situation: (1) the energy crisis, (2) the emerging shortages of many essential raw materials, and (3) the changing characteristics of work in American society. The energy crisis, coupled with emerging shortages of raw materials, has had a great impact on employment. This unexpected phenomenon has resulted in employment cut-backs and continues to affect many persons in a number of occupational groups. Similarly, the dominant characteristics of work in American society

have changed dramatically during the past two decades and many occupations have become obsolete while others are being phased out. Technological advances have rendered many skills (occupations) obsolete and diminished the need for unskilled and low skilled workers while many newly created high skilled jobs have gone unattended because of a lack of qualified and trained workers (United States Department of Labor, 1963).

In recent years labor economists, educators and political leaders–concerned about the availability of jobs and the value of the work experience for the individual–have pondered on what could be done about the rising mass of unemployed. In the meantime other observers (Wolfbein, 1968; and Fine, 1964) have expressed concern for the countless number of workers who undoubtedly would be rendered occupationally and economically obsolete by the new and accelerating technology. In a general sense, technological changes are by-products of the Industrial Revolution, and in this connection, Blocker (1973) contends that we now live in the midst of a second revolution called "cybernation"that multiplies technological changes at exponential rates. The advent of cybernation and the rapid growth of industrial technology have mobilized the nation's occupational structure and pattern (Levenstein, 1973). For example, labor statistics show that during the early 1900's nearly 40% of the nation's labor force worked on farms; but by 1970 the proportion of farm labor had been cut by more than half. Thus, the impact of automation on employment has far reaching national implications and Venn (1964) warned that:

> **The full impact of the new technology has been slow to register on the American consciousness. To date, the instances of "technological unemployment" are like the cap of an iceberg. Indeed, the nation has been assured for years that for every job destroyed by automation two new ones are created, and this notion has been slow to die. Thus, many educators and other public leaders have not discerned that the forces of technology are *immediate* in importance and *national* in scope, and that they carry serious consequences for the economic and social life of the entire country [page 5].**

UNEMPLOYMENT AND VOCATIONAL GUIDANCE

The pervasive effects of automation and other technological developments in eliminating many unskilled and semi-skilled jobs combined to focus public attention on unemployment during the early 1960's. In fact, the United States entered a climate of unemployment during this time span and for the past decade unemployment in many metropolitan cities across the U. S. has exceeded 8.0%, causing it to become a key public issue for the first time since the 1930's (Herr, 1974). This phenomenon became the focus of intensive debate among economists, educators, and other public leaders on whether unemployment was caused by the perplexity of the world of work, or was a result of inadequate skills development and training for a changing work force. Closer scrutiny of the unemployment picture during this period discloses that semi-skilled workers (including a large proportion of minorities) accounted for nearly 30% of the long term unemployment, while the unemployment rate among high school drop-outs and untrained youth was around 25%. This state of affairs prompted the United States Congress in 1963 to give fundamental and philosophical attention to vocational education for the first time since 1917 and the immediate motivation and concern was for the high rate of unemployment among untrained youth. During essentially the same time period Congress created the Vocational Education Act of 1963 and other significant legislative events show that vocational training continued to be near the center of congressional considerations (e.g., the Education Act of 1958 (Title V-A), the Elementary and Secondary Act of 1965, and the Amendments to the Higher Education Act of 1965, originally passed in 1962.)

Many disadvantaged and minority youth are generally lacking in marketable skills and in basic education–which is so necessary to developing marketable skills.

Significant among these modifications in legislation and congressional funding was the creation of several possible benefits that vocational guidance and counseling could provide. These include: (1) the formulation of effective vocational guidance models which could be developmentally focused from kindergarten to twelfth grade and beyond, (2) the development of vocational training programs for high school drop-outs who were preparing to enter the labor market, (3) training for persons who were either already employed but needed further training to hold and/or advance in their jobs, or needed train-

ing to find suitable and meaningful employment, and (4) programs designed for minorities with socio-economic handicaps that prevented them from finding gainful employment.

Fundamentally, the underrepresentation of minorities in the mainstream of occupations resulted from a complexity of historical discriminatory social practices. From the time youths of impoverished and/or minority backgrounds entered formal education, they were subject to curricula and out-of-class activities that persistently reinforced debilitating attitudes, such as those associated with failure, disappointment, lack of trust, and inadequacy. Then, in one way or another, many of these individuals were encouraged to leave school; and as dropouts, they seldom had much success in finding or holding jobs. Thus, disadvantaged youth generally become adults with serious educational handicaps, limited marketable job skills, and even worse, little hope of attaining such skills. These disruptive factors have contributed to minorities being the last hired and first fired.

Many disadvantaged and minority youth are generally lacking in marketable skills and in basic education—which is so necessary to developing marketable skills. There is some evidence to show that these individuals have strong drives away from further educational endeavors and toward immediate economic gratifications, and many are not willing to endure long periods of basic education before entering programs of training for jobs (Roeber, 1968). Thus, a growing concern is how to provide a balanced program of preparation that includes tolerable amounts of basic education, re-education of attitudes toward an orientation for work—and further education— and skills training for jobs. Both specific types of knowledge and general goals of vocational guidance, with definitive implications for minority and disadvantaged youth, have been described and delineated by Blocker (1973). These goals might be helpful in structuring career oriented programs:

a. **Helping all individuals become more aware of vocational alternatives available to them at particular stages of their development and to understand the probable consequences of these alternatives.**

b. **Helping all individuals to achieve a satisfying vocational identity that will allow them to relate a productive work life to an acceptable life-style.**

c. **Helping all individuals to acquire a set of work-relevant coping and mastery behaviors that enable them to engage the world of work with dignity, self-esteem, independence and effectiveness.**

d. **Helping the total society to conceive of and organize the institution of work in ways that satisfy legitimate human needs in fully human ways.**

e. **Helping the total society to build an opportunity structure that is devoid of racial, ethnic, sexual, and social prejudices and that is based upon recognition of the talents and potential inherent in all of its members [page 77].**

It has become quite obvious that individuals being retrained or taught occupational skills need the opportunity to relate the above goals to their self-attitudes, changes in personal habits, attitudes toward work, experiences in planning, and transition to new jobs. These goals are conceived as areas to which educational, counseling, and vocational guidance programs could actively respond.

Vocational guidance has evolved as a broad social function concerned with applying knowledge and human understanding toward the development of social processes and individual learning experiences. Its general purpose is to promote the maximum realization of human potential for social contribution and self-fulfillment through work. Additionally, vocational guidance seeks to contribute to the effective functioning of a society which attempts to provide opportunities for all of its members to meet material and psychological needs in socially constructive ways. Considering the rate of social and technological changes we have witnessed within our culture, vocational and career guidance must react to the challenge of change and the rising tide of human expectations with a healthy idealism tempered with the continuous testing of reality.

VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT OF MINORITY STUDENTS

The urgency of dealing with concomitant rising social needs and the concerns of unemployment during the past two decades has brought about organized attention to vocational guidance and career education that is now recognizable history. As American society becomes more progressively industrialized, with changing work characteristics coupled with increased job mobility, vocational guidance developed through the medium of career developmental principles must be conceptualized as a lifetime process for all individuals. Concerns about the degree

to which work is important to man's quest for personal identity have grown to intensity among the disaffiliated, the alienated, and the minority groups living in industrial and post-industrial societies (Herr, 1974). Moreover, as societies become industrially developed the magnitude and availability of opportunities will pose certain demands for all persons entering the world of work. As a result of these realizations, increased support has grown for vocational and career guidance to assume an active and aggressive role in developing human skills to cope with the demands of modern life.

For more than half a century vocational guidance processes have been available for helping individuals conceptualize an occupation. Since the time of Frank Parson's delineation of vocational guidance (1909), the concept of vocational guidance has been approached from various points of view and discoveries in psychology have led to an understanding of how vocational choices and decisions are made (Ginzberg, 1951; Super, 1957; Holland, 1966; and Tiedman and O'Hara, 1963). As a result of these discoveries, new emphases in vocational guidance have broadened from a narrow and static notion of matching youth with jobs to include a broader concept of planned interventions at life stages, ranging from preschool through retirement. Thus, the thrust of vocational guidance has broadened in terms of sociological and psychological dimensions.

Major changes in the conceptualization of vocational guidance (Borow, 1964; and Super, 1970), and research directed toward the concept of career patterns (Ginzberg, 1951) illustrate the emergence of contemporary approaches to vocational and career development. Constructs such as self-concept, values, ideal self, personal needs, discontinuities, job satisfaction, and career models have appeared in the literature as indicators of the shift toward relating social and psychological dimensions to vocational and career development.

In programs designed to facilitate career development and decision making, several theories have emphasized the influences of sociological factors on individual behavior. Research evidence indicates that probably the broadest and most significant sociological factor affecting vocational and career development is social class identification. Several studies have presented evidence on the close links between career development and socio-economic backgrounds. Some investigators (Bernstein, 1960; and Sewell, 1957) have found that individuals from low socio-economic backgrounds are less highly motivated and have lower levels of aspiration than do individuals from middle and upper socio-economic backgrounds. Motivation is not only likely to be lower among disadvantaged individuals; it may also be directed toward goals which appear inconsistent with the demands of formal education (Gordon and Wilkerson, 1966). Additional research has shown that the continuity of the vocational development process may vary with socio-economic status (Locascio, 1967).

Lipsett (1962), in a comprehensive review of social factors affecting vocational and career development, found the following variables to be significant in vocational development: (1) social class membership, (2) home influence, (3) community environment, (4) pressure groups and (5) role perception. Lipsett also found that the interaction and patterning of these factors contribute significantly to the shaping of aspirations and motivation, and to a commitment to a particular vocational mode of behavior.

Although many of the above variables may be equally significant in the growth and development of any individual, the presence of economic handicap and social discrimination have characteristically influenced the vocational growth and development of youth from low socio-economic groups. Several studies substantiate this premise. For example, Beasley (1967) found in a study of attitudes toward various occupational dimensions, that Negro students tend to attribute greater importance to factors over which they feel they have relatively little control in determining occupational preference. Further studies by Asbury (1968) and Schieding and Jensen (1968) support the above clain. Sain (1967) found that Negro youth from low socio-economic areas tend to hold vocationally immature perceptions and knowledge of information relating to their occupational choice. These and similar findings are understandable when one considers the limited amount of educational, occupational, and career planning in low socio-economic homes (Rolle, 1967).

Ginzberg (1971) described the disadvantaged as "22 million Negroes, 5 million Mexican Americans, 1 million Puerto Ricans, over a half million American Indians, and some smaller groups." These disadvantaged groups are often locked into urban and rural ghettos and are isolated from the "mainstream" of society, with damaging results; Grabowski (1971) summarized essentially as follows the developmental

deficits of the ghetto-type environment of the disadvantaged:

1. Continued failure and negative reinforcement as a result of dead-end employment, extended unemployment, and a lack of vocational skills.
2. Frequent low esteem, with most residents becoming easily alienated and easily discouraged.
3. Multiple and complex barriers to employability which may include inadequate or inferior education (lack of basic skills in reading, mathematics, etc.), chronic health problems, police records, discriminatory hiring practices on the part of employers, lack of transportation to jobs, and lack of adequate child care facilities.
4. Presence of immediate financial crisis.
5. Resistance to and inappropriateness of many paper and pencil type standardized assessment devices.
6. Wide differences in values, and frequent confusion in value systems; work attitudes and motivation that are often very different from those of the dominant society.
7. Low frustration tolerance with lack of perseverance in lengthy developmental programs.
8. Large families, with substantial proportions of households headed by women.
9. Resistance to change.
10. Reluctance to take risks.

The consequences of the above influences and characteristics on disadvantaged youth are that they have a distorted perception of what the world of work has to offer and their self-esteem is generally low and confused. Furthermore, traditional forms of vocational education have been notoriously lacking in meeting the needs of minority/disadvantaged youth. Vocational education has not only been perceived at the "dumping grounds" in public education, but has also found it difficult to adapt goals, programs, and methods to meet the needs of these youth. It is not too surprising to find striking underrepresentation of minorities in choice occupations.

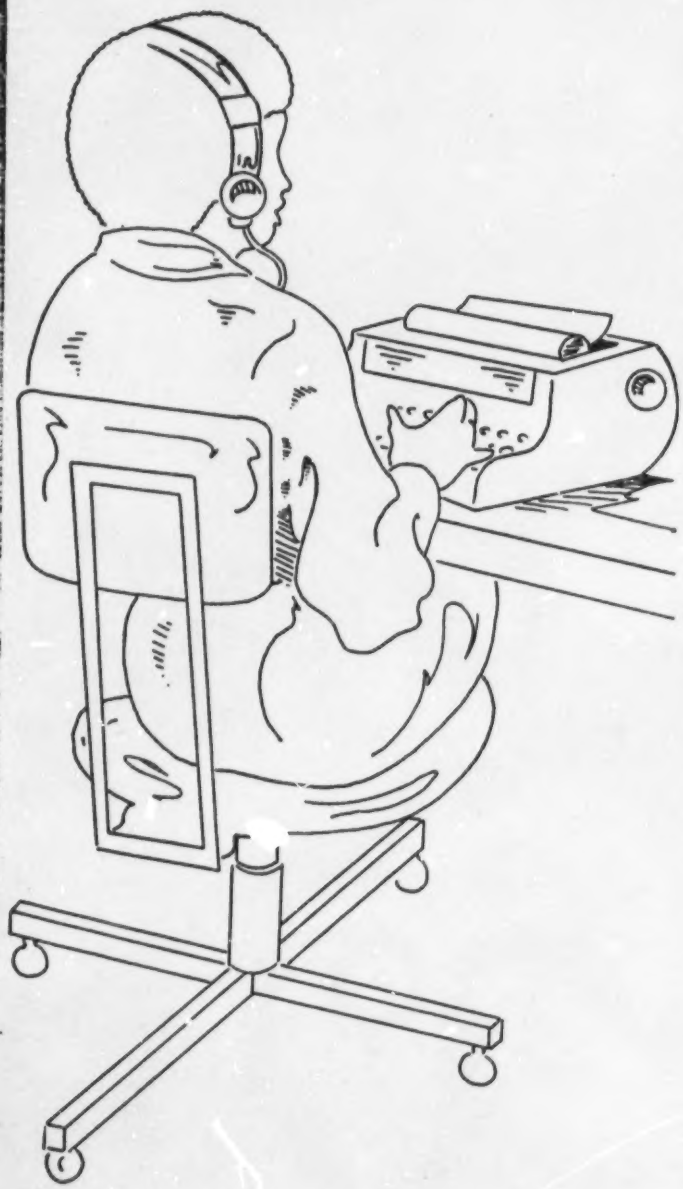
and Seward (1975) contends that the following reasons also add to minority unemployment:

1. Minority individuals have not traditionally received relevant skill training.
2. There is a continuing tendency on the part of many employers to stereotype minority individuals as suitable only for manual or semi-skilled jobs.
3. Because of the tradition of discrimination there is a tendency upon part of the members of minority groups to think of post-secondary education only in terms of college and to fail to consider even the possibility of vocational education.

Since traditional training opportunities have not been adapted to the needs of disadvantaged/minority youth, it has become necessary to develop new avenues of training opportunities. Moreover, career programs developed for disadvantaged/minority populations might proceed best with the full understanding that it has been historically those conditions related to low socio-economic status and ethnic identification which have hindered the individual's functioning productively in the mainstream of society. With organized support through Federal legislation such as the Manpower Development and Training Act of 1962, the Vocational Act of 1963, and the Economic Opportunity Act of 1964, new forms of experimental and developmental vocational and career programs have increased. However, perhaps the most pressing concerns in developing training programs for minority/disadvantaged youth should be vocational and career programs that link the needs of disadvantaged youth with the needs of modern economy. This monograph focuses attention to this need.

Part II

Research and Methodology



Few decisions are as important and have such far reaching implications for an individual as those which contribute to his occupational choice. There appears to be a growing awareness among counseling theorists and practitioners that effective vocational decision-making may proceed best on the basis of a sound understanding of self and on the extent of pertinent occupational information the individual possesses. But some research has shown that many individuals are making vocational decisions without adequate guidance, without complete and/or sufficient information, and without the means with which to assess the consequences of their choice (Isaacson, 1971). Evidence further shows that many youth from low socio-economic backgrounds are choosing occupations and making vocational decisions without sufficient information and without adequate guidance. Youth from socio-economically disadvantaged families appear to be unfamiliar with career and occupational dimensions, and because of their apparent lack of knowledge and their inadequate perception of occupational information related to their occupational choice, they tend to be categorized as exhibiting less than normal maturity in vocational areas. This problem is compounded since many youth from low socio-economic backgrounds

Effective vocational decision-making may proceed best on the basis of a sound understanding of self and on the extent of pertinent occupational information the individual possesses.

cannot readily find help from their parents or other adults in their own neighborhoods (Elder, 1969).

PURPOSE

At present vocational guidance procedures that relate to providing educational and occupational information for promoting career behaviors have not been clearly defined (Crites, 1970) and little is currently known about how to help individuals process and use information (Thorenson, et. al., 1967). The communication of educational occupational information in any medium is a complex process. However, since knowledge is limited about specific methods and procedures of counseling to promote desirable career behaviors, the concerns of this study were to (1) test the hypothesis that career planning experiences and occupational exploration can be beneficial in promoting desirable career behaviors of individuals from low socio-economic backgrounds and (2) investigate the effects of group treatment on the career behaviors and attitudes of individuals from low socio-economic backgrounds. Thus, the study was designed to investigate the effects of three specific methods of disseminating occupational information in bringing about changes in career choice attitudes and career choice competencies among black college students from low socio-economic backgrounds. This study compared (a) career logs, (b) career simulations, and (c) written occupational briefs as methods of supplying information to determine the effect each method has on the student's career choice attitudes and career choice competencies. Research evidence suggests that career choice attitudes and career choice competencies are indices of vocational maturity (Crites, 1973.)

Since much of the concern and function of facilitating career development involves helping individuals identify and master developmental tasks related to the enhancement of career and vocational effectiveness, a central focus of the study was aimed at helping minority students relate work to life styles that can be potentially satisfying and effective. Furthermore, activities were designed to help minority/disadvantaged students achieve the following:

a. To develop a positive self concept and to understand self relative to interest, ability, and value.

b. To develop an appreciation for and pride in one's cultural heritage.

c. To develop and maintain appropriate levels of aspiration.

d. To clarify feelings and values as they relate to work.

e. To broaden perceptions and knowledge of various occupational areas.

f. To provide a variety of occupational role models.

g. To develop realistic understandings of the current and projective occupational opportunities for members of the students' own cultural group.

h. To develop understanding of the steps required for entering various occupational fields.

i. To develop general work-related behaviors which are needed for success in any occupational area.

METHODS

Subjects

Subjects in this investigation were 226 black college freshmen enrolled in freshmen development programs (FDP) at predominantly black senior colleges. The FDP are sponsored by the Education Improvement Program of the Southern Association of Colleges and Schools, and are specifically designed to recruit and provide postsecondary educational opportunities for academically high risk and low socio-economic high school graduates. Students enrolled in the FDP were low-achieving high school graduates with marginal academic records and with Scholastic Aptitude Test (SAT) scores generally below 650; therefore, they are placed in a high-risk category. The students selected were enrolled at Allen University and at Morris College, both historically black institutions that have been concerned about the development of minority/disadvantaged students.

Approximately 650 students were enrolled in the FDP at these two colleges and random sampling procedures were used in selecting and assigning 138 FDP students to experimental treatment groups. A control group consisted of 88 students, randomly selected from the same population.

Six peer tutors and six professional counselors, employed by the participating institutions (Morris College of Sumpter, South Carolina, and Allen University of Columbia, South Carolina) to provide

support services to FDP students, were randomly selected and utilized as facilitators in the study. All the peer tutors were "junior-level" students who had participated in training programs which focused on building listening and interpersonal relationship skills.

Treatments

In this investigation the treatment (presentations) consisted of three methods of didactic exposure to occupational information in small groups. The three methods of disseminating occupational information were career logs, career simulations, and written occupational briefs. A description of the three methods is summarized below to provide an overview of the treatments employed.

Career logs are records of students' experiences, perceptions, and reactions to occupational information. These records may help the individual reflect on career goals and offer a place where the student can begin to explore occupational options. The content of the career logs is flexible and individualized because the materials in the logs are developed by the student. Students kept records of their interests, hobbies, abilities, values, work experiences, perceptions of self, and perceived strengths and weaknesses. These records may be helpful in providing some information and/or perceptions that might aid in decision-making.

Career simulations are job-simulated experiences which parallel real life situations involving the participant in such activities as (1) seeking and obtaining information, (2) decision-making, and (3) group discussions of feedback received as a result of a specific decision strategy. Simulated presentations were used to enable the individual to test a real situation, to investigate the extent to which the situation (specific occupation) is satisfactory, to learn which skills and knowledge the occupation requires, and to see the effects of the above factors.

Written occupational briefs are occupational briefs in a vocational area of interest to the student. Potential benefits of this treatment to the student include becoming thoroughly familiar with an occupational area of interest, developing and utilizing a variety of information-seeking skills, gaining a knowledge of multi-media occupational materials, and being actively involved in an experimental learning situation.

General Procedures

General procedures employed in this study were as follows:

1. Institutions and students participating in this study were selected because of their expressed willingness to participate.

2. Six trained peer tutors, employed by the institutions as peer paraprofessionals, were randomly selected for participation.

3. Subjects assigned to treatment and control groups were selected by stratified random sampling procedures.

4. Facilitators (professional counselors and peer paraprofessionals) were assigned to treatment groups based on stratified random sampling.

5. Subjects in the treatment groups were exposed to six treatment conditions for eight group sessions. Each group session was conducted for one hour each week over a four week period.

6. The Career Maturity Inventory was administered to the treatment groups and the control group.

Instrumentation

The instrument used in this study was the Career Maturity Inventory (Crites, 1973). The Career Maturity Inventory (CMI) formerly entitled the Vocational Development Inventory, consists of two central measures for assessing career developmental variables. These measures include the *Career Attitude Scale*, constructed to assess career choice attitudes, and the *Career Competence Test*, constructed to assess career choice competencies.

The *Career Attitude Scale* of the CMI consists of fifty true-false attitudinal statements and measures the following dimensions of career development: involvement in the choice process, orientation towards work, independence in decision-making, preference for career choice factors, and conceptions of the choice process. The *Career Competence Test* consists of the following five subtests that measure (1) self-appraisal, (2) occupational information, (3) goal selection, (4) planning, and (5) problem solving.

The reliability of the *Career Attitude Scale* has received considerable attention (Crites, 1973). Statistical data from grades six through twelve in the standardization sample were used to calculate internal consistency estimates. Crites (1973) obtained a coefficient (Kuder-Richardson Formula 20) of .74 for internal consistency and reliability of the *Career Attitude Scale*. He further reported that the stability coefficient of the *Career Attitude Scale* was found

at .71 for 1,648 subjects in grades six through twelve who had been tested and retested over a one-year period. Research evidence reported by Bathory (1967), Carek (1965), Cooter (1966), and Crites (1971) suggests that the *Career Attitude Scale* appears to have acceptable content validity, criterion-related validity, and construct validity.

At present, only internal consistency reliability coefficients are available on the *Career Competence Test*. Using the Kuder-Richardson Formula 20, coefficients were reported to range from .72 to .90 (Crites, 1973). Only limited data are available on the validity of the *Career Competence Test*. However, Crites (1965) and Wohlwill (1970) have reported evidence which seems to indicate construct and criterion-related validity of the test. Crites (1973) concludes that, in the absence of substantial research, data resulting from the test should be interpreted cautiously.

Statistical Procedures

Questions concerning group differences were analyzed by the analysis of variance procedures. The factorial analysis of variance technique was employed with the BMD-02V Analysis of Variance for Factorial Design (Dixon, 1974). The hypothesis concerning the differences among the three methods of presenting information for treatment groups with peer and counselor facilitators was analyzed through the 3x2 Factorial Design technique. The purpose of this procedure was to determine if differences in methods of presenting information by peer counselor facilitators would be accounted for by variation between or among the groups in the study. A .05 level of confidence was used as the criterion for rejection of the null hypothesis.

An analysis of variance procedure was conducted with the BMD-01V Analysis of Variance for One-Way Design (Dixon, 1974). The hypothesis concerning the differences between the effects of treatment and the effects of no treatment was examined through this procedure. The purpose of this procedure was to determine if differences in methods of presenting information would be accounted for by variation between or among the groups in the study. A .05 level of confidence was used as the criterion for rejection of the null hypothesis. When statistical analyses consisted of significant "F" values, mean differences for the specific groups were examined by the Scheffe method of post-hoc comparison (Turney and Robb, 1973).

Research Design

The research design used in the study was the "Posttest-only, Control Group Design" utilizing three randomly assigned groups, as described by Campbell and Stanley (1963, pp. 25-34). Graphically, the design is expressed as follows:

$$R_1\ X_1\ O_a\ O_b\ O_c\ O_d\ O_e\ O_f$$

$$R_2\ X_2\ O_a\ O_b\ O_c\ O_d\ O_e\ O_f$$

$$R_3\ X_3\ O_a\ O_b\ O_c\ O_d\ O_e\ O_f$$

Where:

R_1 = randomly assigned students to group 1

R_2 = randomly assigned students to group 2

R_3 = randomly assigned students to group 3

X_1 = career log presentations

X_2 = career simulated presentations

X_3 = written occupational brief presentations

O_a = measure of career attitudes

O_b = measure of self-appraisal

O_c = measure of occupational information

O_d = measure of goal selection

O_e = measure of career planning

O_f = measure of problem solving

Results

Immediately following the treatment, measures were secured for the dependent variables of career attitudes and career competencies.

Discussion

The purpose of this study was to determine the effects (if any) of disseminating occupational information on selected career behaviors of black college

students. The general hypothesis has been that there will be no significant differences between the three methods of presenting occupational information for the treatment groups. The study did not find a significant difference among the experimental groups on any of the criterion measures following the treatment. However, in spite of statistically insignificant results, an inspection of the data (See Table 1) shows that differences indeed exist between the methods of presentation of occupational information.

TABLE 1

Analysis of Variance of Scores on the Career Maturity Inventory for Comparisons Among the Three (3) Treatment Groups

	Source	df	SS	MS	F
Career Attitudes	Between Groups	2	54.18822	27.09410	2.150
	Among Groups	1	4.89866	4.89866	.388
	Interaction	2	14.87773	7.43887	.590
	Error	132	1663.28880	12.60067	
	Total	137	1737.25340		
Career Competencies					
Self-Appraisal	Between Groups	2	17.84057	8.92029	1.633
	Among Groups	1	.02899	.02899	.005
	Interaction	2	5.23203	2.61601	.478
	Error	132	721.20605	5.46368	
	Total	137	744.30761		
Occupational Information	Between Groups	2	24.18840	12.09420	2.297
	Among Groups	1	9.92028	9.92028	1.884
	Interaction	2	6.97362	3.48681	.662
	Error	132	695.03369	5.26541	
	Total	137	736.11596		
Goal Selection	Between Groups	2	15.84059	7.92029	1.828
	Among Groups	1	3.19566	3.19566	.737
	Interaction	2	.13197	.06599	.015
	Error	132	571.90185	4.33259	
	Total	137	591.07006		
Planning	Between Groups	2	14.36233	7.18117	1.694
	Among Groups	1	3.50724	3.50724	.827
	Interaction	2	7.93121	3.96561	.936
	Error	132	559.46582		
	Total	137	585.26660		
Problem Solving	Between Groups	2	16.62318	8.31159	2.465
	Among Groups	1	.46377	.46377	.137
	Interaction	2	5.84276	2.92138	.866
	Error	132	445.03466		
	Total	137	467.96435		

An additional hypothesis has been that exposure to and presentation of appropriate occupational information would enhance the maturity of career attitudes and career choice competencies among disadvantaged/minority students in the treatment groups. But insignificant differences between the treatment and control groups, with the *Career Attitude Scale*, self-appraisal, and occupational information as dependent variables, were found. However, significant differences were found between the treatment groups and the control group on the following dependent variables: goal selection, planning, and problem solving (See Table 2). Although all treatment groups had higher career competence scores (in the areas indicated) than the control groups, post-hoc comparison shows that the groups receiving occupational information through the presentation of career log activities and written occupational briefs yield greater and more significant career maturity scores.

TABLE 2

Analysis of Variance of Scores on the Career Maturity Inventory for Comparison Between Treatment Groups (3) and the Control Group

	Source	df	SS	MS	F
Career Attitudes	Between Groups	3	82.5965	27.5322	2.4856
	Within Groups	222	2459.0674	11.9769	
	Total	225	2541.6638		
Career Competencies					
Self-Appraisal	Between Groups	3	17.5102	5.8367	1.0988
	Within Groups	222	1179.2107	5.3118	
	Total	225	1196.7207		
Occupational Information	Between Groups	3	17.2258	5.7419	1.0317
	Within Groups	222	1235.5510	5.5655	
	Total	225	1252.7769		
Goal Selection	Between Groups	3	43.5485	14.5162	2.7372*
	Within Groups	222	1177.3120	5.3032	
	Total	225	1220.8604		
Planning	Between Groups	3	41.8589	13.9530	3.1445*
	Within Groups	222	985.0737	4.4373	
	Total	225	1026.9324		
Problem Solving	Between Groups	3	32.3039	10.7680	2.9491*
	Within Groups	222	3.6513		
	Total	225	842.8835		

*Significant at the .05 Level

Part III

Epilogue

AN OVERVIEW

As American society gradually becomes more industrialized, with changing work characteristics and increasing job mobility, occupational information delivered through the medium of career development principles must be conceptualized as a lifetime process for all individuals. Individuals in the world of work must learn to participate in a lifetime process of career development, receiving occupational information on a regular basis. Moreover, as American society becomes more complex and more highly technological, occupational information must be utilized to more effectively increase the probability of economic survival for each individual. Hence, the acquisition of educational experience is a vital component of career development. Such information and experience may assist each individual in developing an understanding of the relationship between education and occupation in American society and the necessity for career planning.

The career development of an individual may be influenced by many variables and determinants.

As American society becomes more complex and more highly technological, occupational information must be utilized to more effectively increase the probability of economic survival for each individual.

Some of these variables, for example, might include (1) the geographical area from which the individual comes, (2) social factors and environmental conditions, (3) child-rearing practices and learning experiences, (4) the ethnic group of which the individual

is a member, and (5) the socio-economic status of the family. Research evidence suggests, however, that the broadest and most significant factor affecting career development is social class identification. Within the boundaries of social class identification are found such elements as religion, ethnicity, education of parents, role perception, family income level, and other variables and determinants which may be operative in the career growth and development of an individual.

Adverse living conditions, social discrimination, and other handicaps have made learning exceedingly difficult for some individuals from low socio-economic and minority backgrounds. As a result, the educational, vocational, and career development of many youth from disadvantaged backgrounds have been curtailed. Research evidence indicates that many individuals from low socio-economic groups have not been exposed to many occupations in American society and many have not heard about a large proportion of occupations that are available to them. It therefore follows that the vocational choice of many disadvantaged youth is far more limited than for youth who are exposed to a greater number of educational and occupational experiences.

Many of these variables and determinants of career development, plus the factors affecting employment cited earlier, may challenge the ingenuity of potential employees preparing for and entering into the job market. Since over 40,000 occupations can be identified at the present time, it appears to be much more urgent for low socio-economic group members and black Americans to have maximum information for making vocational and career choices.

The dissemination of educational and occupational information is an important element in a vocational guidance program. A major function of vocational guidance involves helping individuals identify and use relevant educational and occupational information for the enhancement of vocational effectiveness. Occupational information can be utilized not only for alerting individuals to available occupational alternatives and the actions required to progress toward them, but also for stimulating basic vocational thinking and for motivating the individual to take an active part in making career decisions. Although accurate and relevant information may not be the only ingredient needed for making a good decision, it appears doubtful that a good decision can be made without such information. Many individuals are making vocational decisions without adequate guidance, without complete and/or sufficient information, and without the means to assess the consequences of their choices. Providing occupational information may be a significant way of promoting the vocational development and growth of many individuals from low socio-economic backgrounds.

Since over 40,000 occupations can be identified at the present time, it appears to be much more urgent for low socio-economic group members and black Americans to have maximum information for making vocational and career choices.

At present, vocational guidance procedures that relate to the dissemination of occupational information for promoting career behaviors have not been clearly identified and tested. Moreover, little is reported on how to help individuals use and process occupational information for vocational decision making.

Since knowledge is lacking concerning specific methods and procedures for providing occupational information to promote career behaviors, this study sought to examine the effects of three methods of disseminating occupational information on selected behaviors of black college students. Thus, the study was designed to compare (a) career logs, (b) career simulations, and (c) written occupational briefs, as methods of supplying information to determine the effects each method has on students' career behaviors.

The basic question this study sought to answer was: What effects do the three methods of disseminating occupational information have in bringing about changes in career behaviors among black college students?

To answer this question, the following hypotheses were formulated:

1. There will be no significant differences among the three methods of presenting information for treatment groups with peer and counselor facilitators, as measured by scores on the Career Maturity Inventory.

2. Students participating in the treatment groups will score significantly higher than students

in the comparison group on measures of the Career Maturity Inventory.

SUMMARY OF RESEARCH METHODOLOGY

The subjects in this study were 226 black college freshmen enrolled at two predominantly black senior colleges. All students were enrolled in Freshmen Development Programs (FDP) and were low-achieving high school graduates with unpromising academic records and Scholastic Aptitude Test scores generally below 650.

Six peer tutors and six professional counselors, who were employed by the institutions to provide support services to FDP students, were selected and used as facilitators in disseminating occupational information.

The posttest-only, control group design was employed in this study, and the instrument used in gathering data needed to answer the questions raised was the Career Maturity Inventory. Randomization procedures were utilized in assigning students to the comparison groups. Data collected were subjected to analysis of variance procedures and the .05 level of confidence was required to reject hypotheses

SUMMARY

Until the recent passage of Federal legislation, training opportunities and career-oriented programs for disadvantaged populations were almost nonexistent. As a result, when these limited opportunities were coupled with socially imposed barriers, many disadvantaged and minority group members became impaired adults with educational handicaps and limited marketable job skills.

A prime consideration in designing programs to train members of disadvantaged groups must be the need for counseling, appropriate testing, and other special services to enable these persons to profit from instruction. Without such services, many students will not gain the job preparation they need. The results of successful endeavors have shown that these services were essential parts of the programs.

Because traditional training opportunities have not been adapted to the needs of disadvantaged/minority groups—and vocational and technical education have been notoriously lacking—it has become expedient to develop new, imaginative and non-traditional approaches to vocational and career training programs. Research evidence shows that minority group members are vocationally immature, lacking sufficient information to make informed career choices. At a time of rapid technological changes, marked by severe unemployment among disadvantaged/minority groups, it seems much more urgent than ever to provide low socioeconomic group members with maximum information for making career choices; indeed, the career decisions these individuals make today will determine their chances of economic survival tomorrow.

The hard issues presented in this monograph are among those which seem to be of major significance in dealing with the above problems. The full implications of these issues were deeply embedded in this study and served as a motivating force for the dissemination of occupational information to the students involved. Thus, to the extent that the research methodology employed in this study produced valid data and findings, and to the extent that the presentations of occupational information were representative of an adequate presentation for entering college students, the following conclusions and implications seem justified.

CONCLUSIONS

The methods of presentation of occupational information were found useful and beneficial in promoting certain career behaviors among disadvantaged minority students.

- The study confirmed that career planning experiences and occupational explorations can be beneficial in raising the career maturity of individuals from disadvantaged/minority groups.
- Although all three methods of presentation were found useful, information disseminated through career log activities and written occupational briefs yielded significantly higher results on the dependent variable.
- Students who received occupational information in the treatment groups generally scored higher on career maturity indices than students in the control group.

▲The study indicated that providing occupational information can significantly promote the vocational development and growth of individuals from low socio-economic backgrounds.

IMPLICATIONS

Based on the findings and conclusions of this study, implications for further research are summarized as follows:

1. Career guidance programs—at all levels of education—should be strengthened to assist low socio-economic group youth in using and processing occupational information for making wise occupational choices.

2. Parents, teachers, and counselors should become more aware of the changing characteristics of work and the occupational opportunities that are now available to minority students.

3. A program of career guidance should begin in the elementary grades and provide more opportunities for minority students to have contact and interaction with individuals who are employed in a variety of occupations, and at different skill levels.

4. Career oriented programs for minority youth should be implemented with a two-dimensional focus: (1) with a career orientation phase designed to help students become throroughly aware of the career options that are available to them, and (2) with a dissemination phase aimed at supplying students with appropriate information about careers they may be conconsidering.

5. A program of career development should be integrated with curricular offerings at all levels of formal education to correct inequalities in career opportunities that result when some students have grossly inadequate or incomplete knowledge of occupations.

6. Career oriented programs should incorporate a wide range of training opportunities that are tied to occupational goals and consonant with those skills that are required in the contemporary labor market.

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